DOCUMENT RESUME

ED 307 053 PS 018 002

AUTHOR Irving, Virginia
TITLE Promoting Prosocial Behavior To Nurture Caring in Head Start Teachers and Children.
PUB DATE 88
NOTE 112p.; Ed.D. Practicum, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Child Caregivers; Compensatory Education; *Day Care; Mass Media Use; Parent Participation; *Preschool Children; Preschool Education; *Prosocial Behavior; Reading Materials; Role Playing; *Student Improvement; *Teacher Improvement; Television Viewing
IDENTIFIERS Mister Rogers Neighborhood; *Project Head Start

ABSTRACT

A Head Start education coordinator who supervised personnel associated with nine child care centers implemented a practicum intervention designed to provide a program of cognitive and affective learning experiences that would help teachers and parents nurture prosocial behaviors in preschool children. A total of 23 teachers and teacher aides, 222 children of 4 years of age, and 8 parent volunteers participated in the intervention. Teachers and parents read books with prosocial content to the children. Children and teachers viewed 15 pretaped segments of the "Mister Rogers Neighborhood" television programs. Seminars on social learning theory for parents and teachers were conducted, and teachers and teacher aides participated in a workshop on role-playing. Practicum evaluation data indicated that teachers and teacher aides had increased in awareness of social behaviors and were using role-playing techniques with increased effectiveness. By the end of the intervention, participating children exhibited increased frequencies of helping, sharing, caring, and donating behaviors. Appended materials are related to behavioral observations and records of change, seminar agendas, parent participation, and reading materials for children. (RH)

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ED307053

PROMOTING PROSOCIAL BEHAVIOR TO NURTURE CARING IN HEAD START TEACHERS AND CHILDREN

by

Virginia Irving

Cluster 22

A Practicum II Report Presented to the Ed.D. Program
in Early and Middle Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

1988

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PRACTICUM APPROVAL SHEET

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ACKNOWLEDGEMENTS

To the children in the Head Start program who participated in this project, I express my gratitude for the opportunity they afforded me to practice this project with them. This practicum needed the support and cooperation of a great number of people, so to the teachers and teacher aides and parents who participated in this project, I acknowledge my appreciation.

Special thanks to the Executive Director of our Head Start Program for allowing me the chance to implement and practice the project with minimal disturbance. To the center managers who assisted me in carrying out this project, I express my sincere and warmest thanks. And my sincerest appreciation to Mrs. Florence Vedder, Program Media Specialist, who assisted me most graciously whenever she was asked.

With deepest appreciation, I thank my practicum advisor, Dr. Wanda M. Slayton, for the "silent" and positive motivation she provided to help me through this project.

Final thanks to Nova University for making available this opportunity for students in the Doctoral Program to practice real life solutions in their job world to further the progress of education.

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ABSTRACT

Promoting Prosocial Behavior to Nurture Caring in Head Start Teachers and Children. Irving, Virginia, 1988. Practicum Report, Nova University, Ed.D. Program in Early and Middle Childhood. Descriptors: Prosocial Behavior/Social Learning/Social Development/Preschool Education/Head Start Programs/Innovative Programs/Originality/Creative Teaching/Altruism.

This practicum was designed to help those adults who are responsible for the care of young children to practice behaviors that would support the young child's prosocial development. The goal was to provide a program of cognitive and affective learning experiences that would help teachers and parents nurture prosocial behaviors in young children, ages 3-5. Some of the strategies chosen to solve the problem were a classroom and home-oriented intervention reading activity which included a select number of books with prosocial contents, a series of fifteen (15) video-tapes of "Mister Roger's Neighborhood" television show, seminar sessions for parents and teachers, and a home library of books with prosocial contents for parents.

Twenty-three teachers and teacher aides, 222 four year olds, and 8 parent volunteers participated in the project. Teachers read 8 selected books and parents read 5 selected books with prosocial contents to young children. Children and teachers viewed fifteen (15) pretaped segments of "Mister Roger's Neighborhood" television programs. Parents read books with a prosocial content to their children from a lending Parent Home Library. Seminar sessions on social learning theory for parents and teachers were conducted and teachers and teacher aides participated in a workshop on role-playing. The 23 teachers and teacher aides were administered a pre and post activity sheet on four hypothetical situations and an observational checklist designed by the author. The children participants were administered a locally designed pre and post observation tally sheet to determine if they were using five prosocial behaviors more. Parents were administered a pre reading survey and used a child reading form to collect data on the books/stories read at home.

When the data was analyzed, the results indicated that the teachers and teacher aides had an increased awareness of social behaviors and were using the role-playing techniques more effectively with young children to encourage prosocial development. In addition, the children participants had been influenced by the treatment and were using five prosocial behaviors more frequently at the end of the practicum project.

CHAPTER I

INTRODUCTION

Description of Community

Two Head Start preschool centers for children ages 3-5, located in a city on the West Coast of Florida were the sites where this practicum experience was conducted. These centers are two of a group of nine located in this city.

Head Start is a federally funded preschool program tham serves children ages 3-5. It provides comprehensive services to children and families, services that give attention not only to the mental, educational, medical, and nutritional needs of the children, but focus, as well, on helping the members of the families enhance their social, educational, and nutritional needs.

The Head Start program in this city serves 900 children. Included in this population are children with special needs. Primarily, the children served are from families who hold low socio-economic status. Many are single parents, female, including families who receive public assistance.

Approximately 82% of the families served are Negroid, 15% are Caucasian, 2% are mixed, and 1% is of other races. Ninety percent of the children served are bused to nine centers all located within a 45 mile radius, from north of the county to south. The teaching staff is predominantly Black. About 10% of the 100 staff members is Caucasian.

Author's Work Setting and Role

The author serves as Education Coordinator for the Head Start Program. Nine center managers, 2 curriculum supervisors, 1 resource media specialist, and 1 secretary are supervised directly. Indirectly, there is responsibility for the supervision of the nine centers which house 37 teachers, 9 center managers, and 54 teacher aides.

Duties are multiple. There is responsibility for ensuring the effective overall operation and management of the nine centers and making sure that teachers continue to expose children to curriculum experiences that are developmentally appropriate. Curriculum activities are monitored to assure that they are creatively stimulating and that they center on enhancing the social, physical, emotional, and intellectual development of the children served.

Responsibility is assumed for designing and implementing training programs for staff members and parents. Personnel records are monitored for recency of staff educational requirements. In addition, interviews are conducted for education positions with recommendations being made to hire. Visits are made to the 43 classrooms to observe the environments and teacher/child interactions. Technical assistance is provided to staff in areas where deficiencies are noted.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

It appeared that very little attention was being paid to providing systematically cognitive and affective experiences for young children that would provoke and sustain their development of prosocial behaviors. Children were not being exposed to enough learning experiences to help them learn how to respond more effectively to and experience affectively (with empathy and altruistically) the world around them. Teachers, themselves, seemed limited in their awareness of the availability of resources to help children develop prosocial behaviors. They seemed to have an orientation that was mostly anitsocial and appeared to focus their concentration and efforts on trying to eliminate aggressive behaviors rather than focusing on encouraging children to become more empathetic, caring, and concerned about themselves and the welfare of others.

In addition, the teachers seemed to lack a knowledge of social learning theory and appeared to be utilizing those limited social skills of their own cultural backgrounds to help children develop social competence. Teachers needed to include in the learning environment they provided for children, and include parents in the process as well, a systematic plan of experiences that would nurture prosocial development in young children.

Problem Documentation

In January, 1988, all of the 101 member teaching staff were asked to complete a questionnaire to determine the extent of their knowledge of prosocial behaviors. Eighty-three of the members returned the questionnaire. Thirty-three of them were teachers, forty-two were teacher aides, and eight were center managers. (For reasons unknown to the author, 18 of the staff members did not return the questionnaire.) Fourteen of the teachers were able to list from 1-4 prosocial behaviors out of 5, while 15 teacher aides and 6 center managers were able to list 1-4 of the prosocial behaviors. Most of them listed less than 4, however, within the 1-4 range. More than half of the 83 persons who completed the questionnaire were not able to list any words that described prosocial behaviors. The results of the questionnaire indicated that out of the 83 members, over 1/2 of the teachers, 1/3 of the teacher aides, and about 1/4 of the center managers could not describe prosocial behaviors. Several members indicated on the questionnaire that they had no knowledge of what the words "prosocial behaviors" meant.

Periodically, observations of the teachers' classroom activities were made. It had been noted that when children became involved in conflict, teachers resolved the conflict, generally, through what Abelman (1985) refers to as "sensitization," which "includes,...., deprivation of material objects,... (p. 134)." In most cases, children were separated from their peers or the object of conflict was removed. Unit planning and daily activities did not reveal where teachers had planned systematically or at all to provide classroom-oriented

intervention techniques that would promote prosocial development in young children.

An Intra/Agency Staffing Team exists within the program with the primary function to review case studies of children who had been identified and referred by teachers for problem behaviors. Since its inception one year ago, the number of children referred has climbed steadily each month. Generally, when investigations were made into the referrals, 90% of the problem behaviors identified seem to stem from teachers' lack of techniques and/or planned classroom strategies to help the referred children function more effectively in a prosocial manner. Many of the problem behaviors, too, were a result, seemingly, of the teacher's historical perspective that children's antisocial behaviors should be targeted for alleviation rather than the growth of their prosocial development encouraged.

In a random interview process where teachers were asked two questions on two hypothetical prosocial situations and then to tell what prosocial behaviors were exhibited, almost all the results showed that teachers seemed to be experiencing "confusion" with moral and social cognition. The interviewees could state how they felt they would act as an example of prosocial response, but could not describe what prosocial behaviors were being exhibited.

In meetings with parents where young children were present, it was noted that parents used aggressive techniques, in most instances, to deal with behaviors of their child that were not socially acceptable. They appeared limited in employing prosocial techniques that would help their children develop a response system that would be altruistically

motivated.

Causative Analysis

In periodic monitoring of center operations, observations of the teachers' interactions with their peers and the young children they serve indicated, seemingly, that the teachers' orientation was not on nurturing in children in a controlled and systematic way a positive self-esteem or in encouraging through specific techniques behaviors that were prosocial. Rather, their orientation seemed to be primarily historically based where teacher attention was focused mainly on the alleviation in the classroom environment of behaviors that were antisocial. In addition, this orientation seemed to be generalized to their interactions with their own peers. This focus, however, did very little to enhance behaviors of young children that would foster their positive social development. Instead, it served only to exacerbate any antisocial problems that existed and to limit the growth of positive interactions between them and children and between them and their adult peers.

There was very little evidence to indicate that teachers were utilizing any of the planned instructional activities to encourage children's social problem-solving skills. For example, when stories were read to children periodically that demonstrated some prosocial behavior, teachers did not utilize the events of the story to promote social and/or moral reasoning. Because they were not efficient in the necessary skills to utilize this and other media to promote prosocial development, an excellent classroom intervention technique was not used properly.

In the data collected from the random interview, indications were that some of the teachers had problems with effective perspective-taking. When presented with hypothetical situations that demanded that they take the view of another person and to indicate what was being experienced in the situation, they were unable to do so with efficiency. This indicated that serious consideration should be given to this problem, since affective perspective-taking is a necessary prerequisite to the young child's development of prosocial reasoning. If teachers seemed to be having trouble in this early requirement for development of empathy, then how would they be able to help young children in their development? Indications were that those who are "watching our children" show major cognitive and affective incongruence in an area of young children's development that warrants careful attention for the peaceful future of our world. Dreman and Greenbaum (1973) speak of:

> ..."social responsibility norm" through which many people in our society learn that it is proper and desirable to aid those who are dependent upon them. Such socially responsible actions may be performed without conscious anticipation of reciprocal rewards. (p. 61)

As with teachers, parents, too, were employing a disciplinary style that served to focus mostly on external rather than internal control. They, too, employed what Ableman (1985) calls "sensitization" and included mostly "physical punishment, the direct application of force, threats, and deprivation of material objects (p. 135)" when disciplining their children. This style of disciplining children does not lend itself to advancing in children the behaviors that are positive, but moreso

those that are negative.

The Related Literature

Lately, worldwide attention has focused on the early development of social competence in individuals that would be beneficial to the community, at large and immediate. This attention is heightened by an increasing awareness of violence and aggression in our society. (Goffin, 1987) Especially is attention focusing, too, on the fact that people are finding their lives meaningless because they have not been helped to find meaning in life. As a result, "Researchers recently," says Honig (1982), "have begun to turn their attention to the causes and conditions that promote prosocial development in children... (p. 5)." This focus has become extremely important because many of us have been deprived of those experiences that would have us learn how to care and feel compassion for each other. As educators, it is our role to nurture in children the roots of empathy, cooperation, and helpfulness and to help them extinguish those actions that are less desirable. Because it is as Ziegenhagen (1982) states that:

> ....Eventually all of us suffer illness and the need to care or be cared for by another. We all need comforting, companionship, consoling.... (p. 3)

For the most part, it appears that we have continued to deny more and more to our children the opportunity to practice how to be empathetic, how to respond sensitively in situations that warrant this behavior. The foundation for developing in people sensitive response to their fellowman is established during early childhood. Most of us do not automatically

become kind, helpful, cooperative, and willing to share. These are behaviors that are learned. Young children have to learn how to do things together to accomplish a task and they learn how to help others by sharing materials and information. They have to have opportunities to practice sensitive response in a supportive environment. (Marion and Stremmel, 1983)

Sixteen years ago, Montessori (1972) attempted to focus on how little educators made of the opportunity they had in schools to use education to bring about peace and harmony. It was her feeling that if we educated children to see the intrinsic worth of all individuals, that man's goal was to "work for the good of others, then children could be readied to feel gratitude toward all mankind (p. 141)." This "gratitude" could then be manifested in the individual's behavior toward himself and others.

Years after Montessori suggested that educators use a peace education plan for helping young children develop a more prosocial orientation toward life, Kobak (1981) warned that the "urgency of the need for caring individuals in the family, community, and society is obvious (p. 17)." Continuing, she affirmed that this urgency was based on the fact that our ethical values were deteriorating and that there was an increased rate of person breakdown, crime, and maladaptive behaviors. Substituting for cooperation, commitment, and concern were depersonalization and alienation in many of the people in our society.

Social Competence

Young children become socially competent when they are allowed

opportunities to become involved in a process of continuous transformation and reorganization of their earlier patterns of thinking into mature patterns of thinking. According to Piaget (1962), this is a necessary step in their social development.

Lee (as quoted by Wachs and Gruen, 1982) defines social competence as "the attainment of a set of logically consistent structures and operations through which a person can view and act on the world (p. 171)." And Cline (1979) agrees that social competence is that skill which an individual is able to use to negotiate with other people to accomplish whatever purposes that are pursued.

As educators and parents, we want to develop in young children a strong sense of competence so that they may come to feel power over their own lives. Marion and Stremmel (1983) maintain that:

> The development of a sense of competence is important to the emotional and intellectual health of every child. At a time when young people question the power individuals can have in affecting the world, it is especially important that they can have an effect on their environment.... (p. 26)

It is this development that needs special attention from educators now more than ever due to the myriad of social ills plaguing our society and our world. Much of the problem, says May (1969), is due, for the most part, to individuals not feeling in control of their lives.

Altruism

Mainly, adults who interact with young chidlren have focused on their

aggressive acts and antisocial behaviors. As a result, not only have we caused this type of behavior to exacerbate, but it has kept us from focusing more strongly on the positive aspects of development, the socialization of altruism in children. It is important that we turn our attention to the significance of implementing programs that focus on the socialization of altruism in children. And it is as equally important that the general public pay attention as well.

What is altruism? Generally, altruism is defined as unselfish concern for the welfare of others. In addition, it may be defined as any act that assists, benefits or provides support for another. (Hoffman, 1979; Floody, 1980; Honig, 1982; Grusec & Krebs as quoted in Eisenberg, 1982) Altruistic behavior which refers to the child's ability to feel the same, or related, emotion as someone else is feeling may include empathy, and other prosocial behaviors such as expressing concern, donating, sharing, helping, comforting. (Burlsen, 1982); Strager & Christophe, 1978; Grusec as quoted in Eisenberg, 1982)

Perspective-Taking

It has been postulated that young children are not capable of showing concern and responding with empathy for others, and that they lack perspective-taking abilities. Mainly, for this reason, it has seemed that the development of their prosocial behavior has been neglected. Hoffman (1979) maintains that research shows that children who have reached the age of 3 are able to recognize and respond empathetically to happiness or sadness in other children in simple situations. Lewis and Holcomb (1987) affirm that by the age of three, children are beginning

gradually to gain the ability to cooperate and share and the empathy to understand the way others might feel in a given situation. Not enough attention has been paid to cooperative behaviors during the early years of children because it was felt that it was not easy for them to consider the needs and views of others.

At an earlier age than 3, Eisenberg (1982) declares that:

> ...., it is relatively clear that children can act altruistically--intentionally assist others in situations in which there are no clear external reinforcers--at the age of 1½-2 years. Furthermore, it appears that early individual differences in style of prosocial responding are somewhat stable at ages 2-7. (p. 9)

Because it was felt that children's perspective-taking abilities (ability to take another's point of view) were limited, the implication was that young children would find it difficult to act cooperatively. Goffin (1987, 1988) maintains that this is not the case. Finally, in a study conducted by Denham (1986) with children 2 & 3 years old to determine young children's affective perspective-taking abilities, the author concluded that "..., children showed both nonegocentric and inferential abilities to understand others' feelings,..., at a greater than chance level... (p. 199)."

According to Piaget (as quoted by Rushton in Eisenberg, 1982), " the morality of cooperation begins to emerge around 7 and increases until the age of 12, when mutual respect and consideration for others are firmly established (p. 82)." Edwards (1980) opposes this view and indicates that at a much earlier age young children's social knowledge is much more sophisticated than Piaget proposed.

> .... Educators, including Piagetians, have not yet gone far enough in considering the implication of children's social knowledge for supporting their social development. Social knowledge is central to the self of the child as learner.... (p. 7)

Then how do children learn to cooperate, share, show concern for others? Researchers agree that it is through such things as modeling and nurturing behaviors of significant others, reinforcement strategies, and a certain discipline style that young children learn to behave prosocially. All of these activities can be directly incorporated into the curriculum and given meaningful opportunities to be practiced with children.

Modeling

Modeling plays a very influential role in encouraging prosocial behavior. It is effective in helping children establish abstract or rule-governed behavior which is an essential part of prosocial development. When we expose children to models who act altruistically and express their sympathetic feelings, we would expect that this would contribute to the child's acting empathetically. This identification is critical in determining whether the child's social development will be positively or negatively oriented. (Bandura, 1977; Hoffman, 1979; Honig, 1982)

Teachers and parents can model prosocial behaviors by showing concern, offering praise, and displaying generosity and warmth in the presence of young children. Grusec (as quoted in Eisenberg, 1982) states that:

> .... The observation of models is, of course, an ideal candidate for the internalization of the values of concern for others.... It appeared that the greatest facilitator of altruism

> was a model who exhibited kindness both
> to the child and to others.... (pp. 161-62)

In helping young children develop behaviors that are prosocial, it is important that adults know that children are active and acute observers of people's facial expressions, behavior, dress, and anything else that they consider significant. Of importance, too, is the adult's responsibility of establishing a positive relationship with children, one of warmth, affection, nurturance, and love, that promotes positive behavior. Rushton (1980) states that ".... Those parents who model affection and acceptance for their children produce children who have learned that showing affection and acceptance towards others is the appropriate way to act toward others in nonconflict situations... (pp. 115-116)."

Children's models do not have to be limited to parents and teachers, but people in the community who have demonstrated that they have given of themselves volunteeringly and organize events that will benefit others unselfishly can serve to demonstrate alturism, also. When an adult models prosocial activities, the child is shown the appropriate behaviors to be used within a particular setting and situation. (Hoffman & Wundram, 1984)

Reinforcement Strategies

Reinforcement strategies are important in the young child's early social development. Especially are they important during the early years of development when the child's helping behavior can be directed by tangible or social rewards and punishments, which constitute the motivational forces for behavior. Using both material and social rewards will

ensure that the frequency of helping, sharing, and cooperating behaviors will increase. (Eisenberg, 1982)

Both teachers and parents have the opportunity to use teaching strategies to reinforce children's awareness of the perspective of others and promote more altruistic behavior. Caregivers can help children develop kindness skills by creating opportunities for children to be kind using classroom and home activities that elicit cooperative behavior from them. (Smith, 1987) Cooperative activities help children learn to share whatever skills they have with each other to reach a common goal. There is a communal cooperation generated when each individual is able to donate something to the structure and direction of the activity.

Stories read to young children can be a powerful tool for giving them insight into themselves and others. Experiences with story content that is prosocially oriented can help the young child learn empathy and other prosocial acts. "The story we tell," says Smith (1986), "can become an expression of what we feel, a window into our own heart, a gift that reveals a part of ourselves (p. 48)." As part of their formal role definition, teachers (parents) are in a significant position to use a strategy such as storytelling content to help children model positive behaviors. Bar-Tal and Ravin (Eisenberg, 1982) remind us that:

> ...teachers have the opportunity to direct children to specific story content in different subject matters. Through the use of appropriate contents, children may learn to behave altruistically by symbolic modeling.... (p. 214)

Careful consideration must be given, as well, to the role of television as a socializer and as a reinforcement strategy that influences

greatly the lives of our children. Television has become as potent, or maybe more in some instances, than that of parents in reinforcing positive and negative behaviors in children. Because television is so influential, its effects must be monitored so that maximum use may be made of its potential to influence the young mind in as many positive ways as possible. A great amount of research has found that when children are exposed to television programming that is prosocially oriented and the exposure (Rushton and Sorrentino, 1981) comes at a very young age with children who were exposed primarily to aggressive television programs at home, the interactive prosocial behavior of these children increased.

Television shows like Mister Roger's Neighborhood whose content alone is not just a positive reinforcer for social development, but the main character, also, are the types young children should be viewing. In a recent interview with Mister Roger (St. Petersburg Times, 1988), Mr. Froellich noted that Mister Rogers makes friends with preschoolers in a manner that is kind and friendly, not talking down to them, but soothingly talking to them at their level.

Tangible and social reinforcers are important to helping the young child practice and learn positive behaviors. In a laboratory setting, Barton and Osborne (1978) determined that when behavioral techniques such as tangible and social reinforcers were applied to sharing behaviors it was found that sharing in children was positively facilitated.

Discipline Style

Adult disciplinary style plays a very direct role in forming altruistic behaviors. The research has shown that when adults use induc-

tive techniques in helping children resolve conflict, the results indicate that these children develop better prosocial reasoning than those children whose parents use physical punishment, threats, etc. Sorrentino (1981) discusses a specific form of reasoning, induction, which refers to giving children a verbal explanation of the consequences of their behavior on other people. Both Olejnik (1980) and Abelman (1985) contend that induction, when used by significant others in the child's environment, helps the child to control behavior without external contingencies. In a study conducted by Olejnik (1980), it was concluded that adults who use inductive techniques to help children see the consequence of their behavior played a significant role in increasing moral reasoning in children.

Teachers and parents and other significant adults who use disciplinary techniques such as induction to help young children learn to negotiate reasonably their conflicts, disagreements are showing children that they can be in control of their lives in a reasonable way. As a result, children's conscience level is being elevated and a more responsible citizenry is accomplished.

The emergence of prosocial behaviors in childhood, behaviors which are the roots and determinants of prosocial thought and behavior, must be encouraged by teachers and parents, and other significant adults in the young child's environment. As adults focus on how we can help children's prosocial development, we must consider the following:

1. Are we providing to children experiences that emphasize that they practice cooperative activities?
2. Are we encouraging cooperation rather than competition?

3. Are we creating environments in which children have opportunities to value empathizing with others and offering assistance whenever possible?
4. Do we give consideration to the kinds of interventions (books, e.g.) that can be used to help children gain increased sensitivity to similar desires and wants of other people?

Clearly, then, it is the role of those who interact with young children to be sure that a very significant aspect of their development includes prosocial behavior development and that it is made an integral part of their curriculum. We must be sure, too, that parents come to know the very important role they play in this process of helping their children develop altruism and learning how to empathize with others who are in need of help. And, finally, we must make certain that both parents and teachers come to realize that many interventions are available to help them in developing in children those altruistic behaviors that are indeed necessary to ensuring the safety and well-being of our future.

Walden II's are possible. Educators, as well as parents, are in a position to influence immensely the direction of humantity, toward a world that is more peaceful. If we can instigate the young child's conscience to move toward a level of moral reasoning that is needed to maintain peace, we will have made a significant difference toward that direction. By providing young children with cooperative opportunites and activities that will teach them, for example, to share, to help one another, and to solve problems in the best interest of all concerned, then we are helping to ensure man's prosperity and his propensity for a

longer and peaceful life. Waldens are possible, if the very young are shown how to make them so.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Statement of General Goals

The author's goal was to provide a program of cognitive and affective learning experiences that would help teachers and parents nurture prosocial behaviors in young children, ages 3-5. Part of the focus of this program was to increase the participants' knowledge about social learning theory so that they could be more aware of how to help young children become more socially competent. Another area of focus was on helping teachers learn prosocial techniques that they could practice in the classroom to help children learn how to act more prosocially. And, finally, the focus was on helping teachers and parents use classroom and home-oriented intervention techniques that would facilitate the prosocial development of the young child.

Behavioral Expectations

As a result of this practicum, it was expected that:

1. teachers and parents would recognize 3 out of 4 social behaviors.
2. teachers would increase the frequency of use of five techniques to enhance children's prosocial development.
3. parents would increase the number of books read to their children.
4. children would increase the frequency of use of four prosocial behaviors.

Evaluation Instruments

Description of Four Hypothetical Situations (See Appendix A.)

This activity sheet was designed by the author to be administered to parents who particiapted in the project on a volunteer basis and to teachers and teacher aides at the start and ending of the practicum phase. Participants were not given a time limit in which to complete the activity sheet, but the majority of them completed it within 20 minutes during the pre administration and within 10 minutes during the post administration.

The main purpose of the activity was to evaluate the participants' knowledge of prosocial and antisocial situations. It was used, also, to determine if they were able to distinguish types of prosocial behaviors.

This activity sheet has four hypothetical situations that are in the form of vignettes depicting one antisocial situation and three prosocial situations. All situations chosen describe every day occurrences in the lives of adults and children. There are four different ones in the pre and post activity sheet.

Observational Checklist for Teachers (See Appendix B.)

A locally designed pre and post observational checklist was administered in 11 classrooms of 4 year olds. Twenty-three adults in those environments were observed to determine if they were employing 5 techniques in their interactions with children to enhance their prosocial development. The checklist is designed so that each classroom environment may be observed for 30 minutes in 3 intervals of 10 minutes. The

checklist includes 5 behaviors for observation:

1. Modeling
2. Tone
3. Induction
4. Praising
5. Role-playing

Tally Sheet for Teacher Observation Checklist (See Appendix B.)

A tally sheet for the observational checklist was used to collect the frequency data from the observed behaviors. This sheet describes the five behaviors in more detail and lists from the observational checklist the total number of times each behavior was observed during the 30 minute observation period. This frequency is indicated with a yes/no answer and a space is provided for the total number of times the behavior is exhibited within the 30 minutes.

Child Reading Record (See Appendix D.)

In order to collect data that would indicate the number of books parents read to their children during the time they were involved with the project at home, each parent was given a sheet to record this information at the pre implementation phase for parents. This locally designed record was used to determine if parents were motivated by the content of the prosocial content to read more than the 5 books they were required to read aloud to their children.

The record sheet includes data collection sections for the:

1. name of the story/book read.

2. date the adult read the story/book.

3. amount of time spent reading the story/book.

Parents were to collect the data after reading the story/book and record it on the Reading Record.

Parent Survey-Reading (See Appendix D.)

Preliminary to the practicum implementation phase for parents, each individual parent was administered a reading survey. The survey, designed by the author, included 6 questions to determine:

1. if parents were reading books to their children and at what frequency.
2. how many books parents were reading on a weekly basis to their children.
3. the length of time parents read to their children during a sitting.
4. the availability of books in the home.

This survey was administered in the presence of the author. Parents were allowed as much time as they needed to complete the survey. However, all parents completed the survey within 10 minutes.

Tally Sheet for Child Observations-Class (See Appendix C.)

To determine the frequency of the use of 4 prosocial behaviors: comforting, sharing, donating, helping displayed by children, teachers administered a pre and post child observation form for the children in the classroom. This form was used to determine how frequently children exhibited the behaviors in the classroom. It was to be used, too, to

determine if a child was showing the same behaviors at home with the same amount or more or less frequency as at school. The tally sheet is designed to record 30 minutes of child behavior in the four areas. While the children were engaged in a free play, teacher/child directed activity, they were observed for 5 consecutive days. The observations were made in 3 ten minute intervals by a non-participatory adult from the classroom team. Every time the observer noted that the child was exhibiting any of the four behaviors, a tally was placed near the child's name in the box.

Summary Sheet for Observation Tally Sheet-Class (See Appendix C.)

A summary sheet for the observation tally sheet for the class, prepared by the author, was used to collect data from the pre and post tally sheet. The name of each child in the classroom was placed on this sheet and the frequency of use of the 4 prosocial behaviors was recorded in four columns, a separate column for each behavior.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

Violence has always existed in our world. It is not a problem that can be viewed lightly, nor is it one whose existence can be disavowed. Young children, as well as adults, need to feel that it is possible for them to live in a world where the prospect of violence can be minimized, since it would seem to be unrealistic to think that it could be non-existent. People who work with very young children need to have as a primary focus the fact that we can play a significant role in contributing to world peace. It is to this end that the author sought to implement a practical solution that would focus on helping those adults who are responsible for the care of the young children in their settings to practice behaviors that would support the young child's prosocial development.

A search of the literature revealed a great deal of information that detailed where others have tried to deal with the problem outlined herewith.

The purpose of the research done by Trepanier and Romatowski (1982) was to investigate a classroom-oriented intervention technique which consisted of reading selected children's books and using planned critical thinking questions to be used by kindergarten and first grade classroom teachers during regularly scheduled story-telling time. The study's results suggested that children's prosocial development could be facilitated by a classroom-oriented technique. ".... But the greatest power

of storytelling," admonishes Smith (1986), "is to nurture compassion in children, to help them learn about the emotions and aspirations of others and the skills needed to support someone in distress (p. 47)." When teachers choose books carefully, Smith continues, storytime can be used to nurture a sense of compassion in children and it can maintain and deepen feelings for the suffering of others. In addition, compassionate stories have an important role to play during the young child's early years and can provide a glimpse into the minds and motives of story characters.

This strategy was considered as a part of the solution of the problem and has been included as part of the practicum solution. Though the results were conclusive based on an older poplulation than the target group, it was felt that selected books with a prosocial orientation could be found to use in the project and critical thinking questions could be formulated to support the story concept for children who were four years old.

Smith (1978) engaged three preschool children in a training program that sought to increase four prosocial behaviors: helping, sharing, empathy, and teaching. Utilizing a package of procedures composed of modeling, instructions, and praise, she found that these were effective in increasing the prosocial behaviors of children who evidenced initially low rates of such behaviors.

The program designed by Smith (1978) had significant merit for this practicum's purpose. Since one of the objectives of this experience was to increase children's use of prosocial behaviors, it was necessary to select several behaviors that would be the primary focus. Helping,

comforting, sharing, and donating were the four prosocial behaviors selected by the author, which included two of the four cited by Smith. The procedures utilized in this program were thought to be significant to practice in this solution so those, too, were adapted and utilized.

Floody (1978) digested available research findings on prosocial behaviors into a comprehensive package and presented this package with preschool teachers in a seminar format. The main impact of the presentation of the research results in a seminar setting was to determine if teacher activities following the seminar would lead to increased prosocial development and resultant activities of the parent/teachers led to increased prosocial behaviors in preschool children.

The strategy used to present research findings to parents and teachers in this program was utilized by the author. Because part of the problem of how parents and teachers attempted to solve anti social situtaions was based on their orientation to child rearing practices that were generational and, also, aggressive, for the most part, it was felt that current information about social learning presented to parents in a seminar setting would help support this project's efforts.

Hoffman and Wundram (1984) lists several ways that children learn to share. Children learn to share through modeling, reinforcement strategies that can produce positive sharing behaviors in them, role-playing, and through the use of nurturing behaviors of significant others in the child's life that are helping and friendly. A unit on sharing was based on how their parents taught them to share. Within the school, an opportunity to demonstrate their sharing techniques individually without intrusion or benefit of an adult's reaction or guidance was

planned by the teacher. Each child followed the pattern of sharing established by the parent.

Part of this solution was utilized in the author's attempts to solve the problem. It was felt that activities for role-playing could be acted out by teachers and children based on the stories to be read and other situations based on vignettes composed by the author that would help children practice sharing behaviors.

Description of Selected Solution

There were indications in the research that programs to help teachers and parents learn how to facilitate the prosocial development of young children were being practiced by educators. Indications were, too, that programs existed where children were practicing activities that would help them learn how to become more prosocially oriented. In seminar settings, for example, these programs focused on helping parents and teachers learn more about the social development of young children. In classroom-oriented settings, intervention techniques were being employed by educators to involve children in activities that would help them learn to interact with others in cooperative endeavors. Teachers were practicing techniques such as modeling and role-playing and were employing reinforcement strategies to enhance the young child's pro-social orientation. Writers have suggested that adult modeling of prosocial behaviors and attitudes have a positive effect on encouraging children's prosocial development. (Krogh & Lamme, 1983, 1985; Smith, 1985; Trepanier & Romatowski, 1981; Fassler & Jones, 1983; Sherman, 1979)

Reading books with prosocial story contents to children and encouraging young children to think about their content through questions that were thought-provoking was another technique that received a great deal of focus in the research. Studies and experiments have been carried out to prove that reading books, for example, and other types of literature that have prosocial leanings are instrumental in helping young children to develop prosocially. (Eisenberg, 1982; Rushton, 1980; Rushton & Sorrentino, 1981; Smith, 1978; Floody, 1978, 1980)

With this information in mind, the author was able to choose the following solution strategies to attempt to provide a program of cognitive and affective learning experiences that would help teachers and parents nurture prosocial behavior in young children ages 3-5.

1. A classroom-oriented intervention activity that required teachers to read and discuss eight (8) books with prosocial contents to young children.
2. A home-oriented intervention activity that required parents to read and discuss five (5) books with prosocial contents to their children.
3. A series of fifteen (15) videotapes of "Mister Roger's Neighborhood" for viewing by children.
4. A Home Library of books with prosocial story content for parents to utilize.
5. Three seminar sessions on social learning theory for teachers.
6. Two workshop sessions, one on role-playing and one on social learning for teachers.

7. Three seminar sessions on social learning theory for parents.
8. A set of commercial bulletin board display materials that included six (6) posters depicting examples of prosocial behaviors.

Report of Action Taken

A decision was made to implement a solution plan that included the use of two classroom and home intervention techniques, seminars on several social learning topics for parents and teachers, two workship training sessions for teachers, and 1 set of bulletin board displays with a prosocial theme. Two Head Start centers out of nine were selected as the target groups for the implementation of this project. The participants included 11 teachers, 12 teacher aides, 8-16 parents, and 222 children, ages 4-5.

There was no specific selection criteria used to help in deciding which groups out of the nine centers would participate. The problems identified were relative not only to the staff and children at these two centers, but to the staff and children in the other seven centers as well. When both staffs were approached before the implementation of the project and were asked to participate, they readily agreed that this was an area that they felt they needed to strengthen, also. Parents were sent a letter home explaining the program and asking them to participate. Thirty-four parents returned the letter, out of 222, indicating that they would like to participate. Participation for parents was on a volunteer basis.

The action taken was designed to increase parents and teachers'

awareness of how cognitive and affective activities could facilitate the prosocial development of the young child. It was taken, also, to increase the knowledge base of parents and teachers about social learning theory.

Project Information and Pre Evaluation Sessions-Teachers

On February 1 and 2, 1988, 11 teachers and 12 teacher aides were informed of the plans for the practicum project. They agreed readily to participate in the project. Subsequent meetings occurred on March 8, 1988, April 4, 1988, and May 4, 1988 to furnish information to the participants about time and program changes. These meetings lasted approximately one hour. They became, also, a time for sharing information about the progress of the project's participants and for exchanging ideas about activities in addition to the ones pre-planned. On March 8th and April 4th, the participants shared information about how they were making use of the Mr. Roger's tapes in the classrooms and some of the children's response to them.

The 23 participants were administered the Four Hypothetical Situations Activity Sheet. They were given the activity sheet and were directed to complete it without assistance. This pre activity sheet reauired no time limit and so was administered without restriction on time. The participants took approximately 20 minutes to complete this activity.

Bulletin Board Display
February 1-June 8, 1988

Each classroom team was given a set of 5 wall posters depicting a

prosocial behavior to display in their classrooms. These were given to the participants on February 1 and 2. The five posters showed young children cooperating, helping, sharing, loving, and showing appreciation. Teachers incorporated these posters into their group activities whenever appropriate. There was no suggested format for using the posters to encourage prosocial development. Mainly, teachers would review the posters whenever a prosocial behavior would be discussed relative to a story read or a Mr. Roger's tape played or when a teacher could relate the poster to a behavior depicted by a child in the group setting. Posters remained up on the walls during the entire time of the project.

Observation Sessions-Teacher
Pre: February 8-12, 1988 Post: May 31-June 6, 1988

During the week of February 8-12, teacher teams in eleven classrooms were observed by the author to determine if they were utilizing five techniques (See Appendix B for checklist.) to promote prosocial development in young children. For 30 minutes, at 3 ten minute intervals, a tally was given each time any of the five behaviors were displayed. This observation was conducted during a small group/structured free play (4 or 5 groups of children divided into groups of 4 or 5 children involved with learning materials) which allowed for the observer to record maximum interactions between children and teachers. From May 31-June 6, a post observation was conducted as was done during the pre observation session. The same procedure was followed as outlined above.

Seminar Session #1-Teachers (February 25, 1988)
Topic: What Is Social Learning?

In this initial 1 hour session the twenty-three participants were helped to learn the definition for social learning with a focus on two types of social learning-antisocial and prosocial. They were able to give examples from their classroom experiences. They discussed, also, how they dealt with each situation and whether appropriate or inappropriate guidance was applied. The final part of the discussion focused on those people in the environment who helped children to get along with others and, also, ways were discussed how children learn to get along with others. (See Appendix E for agenda.)

Observation Sessions-Classroom

Pre: February 29-March 4, 1988 Post: May 31-June 6, 1988

On February 25, 1988, the participants reviewed the Tally Sheet for Child Observations (See Appendix C.) and received instructions on how it should be completed. From February 29-March 4, for five consecutive days, for 30 minutes during small group/structured free play activities, teachers observed the children for 3 ten minute intervals to record the number of times four specific prosocial behaviors: comforting, sharing, donating, and helping were occurring between and among the children. As children interacted with each other and one of the adult members of the team, the other adult team member served as the observer and recorder. Every time the observer noticed the behavior occurring the child was given a tally for that behavior. A tally was given if the behavior occurred between child/child and/or child/adult. The same procedure was followed for the post observation sessions from May 31-June 6.

Seminar Session #2-Teachers (March 4, 1988)
Topic: Literature and Television As Techniques to Foster Prosocial Development

This 1 hour session focused on helping the participants see how critical an influence television and literature could have in the lives of children. Participants made a list of television shows that had prosocial and antisocial themes and discussed the behaviors that children could learn as a result of their influence. In addition, the participants discussed appropriate books for children that had a prosocial orientation and reviewed the prosocial themes of the eight books that they were using as a classroom intervention. A discussion on how to select appropriate books for young children was another area of focus and, finally, participants reviewed how to use questions about a television show and literature to promote critical thinking. The participants viewed a videotape of the story "Little Red Riding Hood" that was produced through a collaborative effort between the author and the program media specialist. The videotape demonstrated seven ways that a story could be told, such as using puppets, a flannel board, cassette tapes, etc.

Classroom Intervention #1 (Mister Roger's Neighborhood)
March 7-25, 1988

Fifteen sessions of Mr. Roger's Neighborhood were videotaped four weeks prior to the day for teachers to implement the use of the tapes in the classroom. On March 7, the first 30 minute tape of the program was shown to each of the classes involved in the project. On 14 subsequent school days, children viewed the other remaining fourteen 30 minute segments. The last segment was viewed on March 25, 1988. Parents viewed

one segment of the tape as part of a plan to encourage them to have their children view the show on regular television at home for reinforcement of their prosocial development. After each segment of the show was shown, its contents were discussed by the children and teachers so that its prosocial theme could be revealed and its contents used to reinforce the behaviors being practiced in the classroom.

Seminar Session #3-Teachers (March 25, 1988)
Topic: Encouraging Empathy and Altruism in Young Children

Participants in this 1 hour session made a list of ways that adults could encourage empathy and altruism in young children. Careful distinction was made between the two words-empathy and altruism and input was solicited from participants as to the definitions for the two words. Each of the nine ways to encourage empathy and altruism was discussed and examples were demonstrated. For example, the participants listed examples of how they could use music, one of the nine ways listed, to encourage empathy and altruism and discussed the types of music that would help encourage and generate these behaviors.

Workshop #1-Teachers (April 4, 1988)
Topic: Positive Practices for Developing Prosocial Behavior

It was extremely important that participants participate in this fourth 1 hour session of training because the primary focus was to bring together all the information collected in the three seminar sessions in a summary form so that it could be applied to the training for this session and the one to follow. A general discussion of the information from the three seminars was conducted at the beginning. Then the partici-

pants made a list of positive practices for developing prosocial behaviors. From the discussion, a list of ten practices was generated. The participants looked at their roles in either hampering or fostering the social development of the young child utilizing these ten practices. Then they discussed ways how they viewed these practices in the past and compared that to how they viewed them now. To bring closure to this session, the participants looked at their roles in helping younc children become socially adequate and the things they could do as enablers to help young children learn prosocial behaviors.

Classroom Intervention #2 (Eight Books with Prosocial Themes)
April 6-May 25, 1988

Each classroom team received eight books for reading aloud to young children. (See Appendix G for titles.) All eight books were selected because they each had a theme that showed the characters depicting behaviors such as helping, sharing, kindness, compassion, etc.

On March 25, the eight books were distributed to the 11 team members. Teachers were asked to read and become familiar with the stories and to prepare to share the story ideas in a subsequent meeting. On April 4, the groupd met to discuss the procedures for sharing the books with the children and to review the story ideas. The procedure was:

1. Read the book to all children in a large group setting.
2. Ask the children if anyone in the story was doing anything that showed that they cared for, shared with, etc., anyone.

3. Allow the children to relate the experience to something that happened in their lives or to something similar that they might have viewed on the Mr. Roger's tapes previously in class, etc.
4. Provide the children opportunity to role-play the idea of the story or allow them to view the adults in the classroom acting out the story.
5. Place the book in the classroom libary for casual perusal by children at their choice during free time.

Project Evaluation and Pre Evaluation Session-Parents

Parents were given some preliminary information about the project in a letter that was sent home on April 6, 1988. (See appendix H.) Additional project information was given to them at the first seminar session on April 14 & 21, 1988. No pre evaluation instrument was administered. (See p. 51 for reason.)

In the other two sessions with parents on April 26, 28, and May 17, 19, additional information was shared and parents were allowed time to discuss any changes they were seeing in their child as a result of exposure to the program.

Seminar Session #1-Parents (April 14 & 21, 1988)

This session was similar to session #1 that was held for teachers on February 25, 1988. Nine parents at one center and seven parents from

the other target center participated. The participants were helped to understand the definition for social learning and the difference between anti and pro social behaviors. The parents were asked to relate instances where their children displayed behaviors that were positive and negative and to cite the ways they responded to each.

Appropriate and inappropriate guidance techniques were discussed. In addition, discussions centered around how parents could use television and literature as techniques to foster prosocial development and the importance of these two media as ways to encourage prosocial behavior in young children. Parents were shown how to select appropriate reading materials for young children and how to use appropriate questions for developing thinking to encourage prosocial development in young children. This session lasted for 1 hour.

Reading Record Form (April 14, 1988)

Parents were given this form during the first parent session on April 14, 1988, and an explanation was given of its use at home. In addition, they were told that at the end of the Home Library Program the parent who had read the highest number of books would receive a reward. Parents were told that they could record any book read to their child, or any story, from the Home Library or from any other library or from books at home. The date they were read, the amount of time spent reading, and the title of the book were to be recorded on the form. The Reading Record Form was collected on June 8, 1988.

Parent Home Library (April 14-June 8, 1988)

Sixty books were included in two libraries located at the two center sites. Multiple copies of 17 titles were available. (See Appendix G for titles.) They were placed in portable boxes for transporting from classroom to meetings and were made available for parents. At the initial meeting on April 14th and 21st, parents received an explanation of the program. At that time, they were able to check out two books, which were placed in zip-lock bags. The books were returned to the center as soon as the parent had read them and their child's teacher returned them to the teacher designated to check in/out books read and maintain the library. The books were placed in a zip-lock bag, returned to the child's classroom for delivery to the parent by the child. Parents could return books on a daily basis.

The Library was brought again to the second meeting on April 26 and 28, 1988, and parents were allowed to check out as many as five books. All books had a prosocial theme and parents with more than one child were encouraged to read the books during a relaxed time in the evening to all family members. Parents were encouraged to return all books by June 10, 1988. Some books were not returned, but parents were not demanded to return them.

Workshop #2-Teachers (April 22, 1988)
Topic: Role-playing

Teachers participated in a 2 hour role-playing sessions where they acted out hypothetical anti and pro social activities in groups of 3 and 4 individuals. After the role-playing, their activity was critiqued by

the participants. In addition, participants had to select one of the books with prosocial themes from the eight they were using as the classroom intervention. In small groups (3-4 individuals), teachers presented the story in whatever dramatic form they wished. When the presentation was completed, the group was asked to discuss its prosocial orientation and discuss plans as to how young children could act out a similar dramatization. A major emphasis was on the question/answer techniques for the story that would help children understand the story's prosocial theme.

Seminar Session #2-Parents (April 26 & 28, 1988)
Topic: How Parents Can Encourage Empathy and Altruism in Young Children

At this second 1 hour session, eight parents participated, one group of seven and another group of one parent. This session, too, was similar to session #3 on March 25, 1988 for teachers. Parents were given a definition for the two words--empathy and altruism--and a clear distinction was made with examples to enable parents to understand the significant difference between the two terms. A list was made of the nine ways that parents could encourage empathy and altruism in young children. Parents were helped to understand that books and television shows with prosocial themes could be used to help a child learn empathy and to act altruistically.

Home Intervention (Five Books with Prosocial Themes)
May 2-June 3, 1988

The eight parents who participated in the project were told about the five books and allowed to review them at their seminar sessions on April

26 & 28, 1988. (See Appendix G for titles.) At that time, an explanation was made to the parents about how to use the books at home. In addition, a sharing time was allowed so it could be determined whether parents were familiar with the story idea. Each book's idea was discussed and parents were told that the five books would be sent home over a period of five weeks, one book per week. The book would be placed in a plastic bag, zip-lock top and sent home on the same day of the week (Wednesday) for five consecutive weeks. Parents were directed to:

1. Read the book aloud to all family members including other siblings, if present in the home, and any other adults who wished to participate.
2. Discuss with the child the prosocial ideas in the story and have the child relate the story to those heard in class since all of the books had been read to children by the teacher.

Seminar Session #3-Parents (May 17 & 19, 1988)
Topic: Positive Practices for Developing Prosocial Behaviors

Eight parents met again in this session, one parent from one target center and seven from another, to review, first of all, concepts on social learning and prosocial development discussed in the previous two sessions. Parents were asked to generate a list of positive practices for developing prosocial behaviros. Then they reviewed the roles they played in the lives of their children as disciplinarians and looked at their roles to see if they were hampering or fostering the social development of their child. They listed ten practices for developing prosocial

behavior and discussed how they had viewed these practices in the past and compared them to how they view them now.

Participants were asked to take a closer look at their roles in helping young children become socially competent and the things they could do to help young children learn more ways to behave in ways that were cooperative rather than non-cooperative.

This was the final meeting with parents so they were asked to give a verbal evaluation of their participation in the project up to this time. These comments were written down and reported in the final section of this chapter.

Post Evaluation Session-Teachers (June 9, 1988)

A similar procedure was used to administer the Post Four Hypothetical Situations Activity Sheet as was done with the pre administration. Four different situations from the pre activity were described and participants were directed to complete the sheet. The post activity sheet required no time limit and was administered without restrictions of time. Participants were able to complete the activity in 15 minutes.

Deviations From Plans

In the proposal for this project, it was intended that there be three seminar sessions and four workshops for parents, teachers, and teacher aides. After careful review of the topics and materials to be presented during these sessions, it appeared that materials for workshop #1: Using Television As a Socializer and workshop #3: How to Read and Select Appropriate Books for Young Children could be part of the materials

for workshop #4: Literature and Television As Intervention Techniques to Foster Prosocial Development. And instead of workshop #4 becoming #2, it would fit more appropriately with the sequence of materials in the seminar session. So workshop #4 became the second seminar session with the same title. Workshop #4: Positive Practices for Developing Prosocial Behavior became workshop #1 and Role-playing became workshop #2. The plan for seminar sessions and workshop sessions would appear thusly:

Seminar Sessions

#1 - What Is Social Learning? *

#2 - Literature and Television As Techniques to Foster Prosocial Development

#3 - Encouraging Empathy and Altruism in Young Children *

Workshop Sessions

#1 - Positive Practices for Developing Prosocial Behavior *

#2 - Role-playing

*For Parents

Two books with prosocial themes for use by teachers were deleted: The Maggie B and Alexander and the Terrible, Horrible, No Good, Very Bad Day and replaced with Runaway Bunny and Ask Mr. Bear. The book Goodnight Moon to be used by parents was replaced by Stone Soup. These books could not be found at a reasonable cost to the program so they were not used.

Soon before the project began, a set of five commercially prosocial oriented posters were discovered. It was decided that a set would be purchased for each classroom for teachers to display. When they were distributed, teachers were asked to refer to them from time to time in

classroom discussions and relate them to the behaviors that children were displaying that might be similar to them. They were told, too, to use them initially as visual aids for discussion at circle time activity on appreciating, sharing, helping, loving, and cooperating, all prosocial behaviors that were being focused on in child and staff behaviors in the classroom environments.

Initially, it was planned that the seminar and workshop sessions and the project information and pre evaluation sessions would be held with both parents and teachers at the same time. From the project's inception on February 1, 1988, it seemed always difficult to bring the parents into the sessions with teachers which were held during the day. And teachers would not make a commitment to an evening meeting. These sessions, then, were held during the day at the center with teachers and arrangements were made to meet in the early evenings with parents.

It was expected that at least 40 parents would volunteer to participate in the project. Before the initial meeting with parents and each meeting following, a letter was sent home to all the parents of the 222 children to inform them of the meeting date, time, and place. Sixteen parents attended the first meeting and 8 parents attended subsequent meetings. When the parents who did not return were queried as to why, the response from the majority of them was that they didn't feel they could complete all the activities. Some were unable to make arrangements for release time in the evenings from their jobs. Because of the seemingly not dependable nature of the group, a decision was made to eliminate the parent group from the evaluative process and to prepare materials for the seminars for those who might attend. Parents

were given the Reading Record Form and attempts were made to collect them from the eight parents who stayed with the project. Only 2 records were returned.

After meeting with the parents and discussing their schedules at home, a majority of the eight felt that it would be difficult to administer the Child Observation Checklist with consistency. It was decided, with parent agreement, that the checklist would not be completed at home.

A video tape demonstrating how to select appropriate reading materials for young children and how to use questions about a story to promote critical thinking and altruistic behaviors was not made. These areas were covered in one of the parent seminar sessions. However, a video tape was made of the story "Little Red Riding Hood" where seven techniques were used to demonstrate how a story could be read to young children using a variety of visual aids.

CHAPTER V

RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

Results

An activity sheet describing four hypothetical social situations was used to determine if teachers showed an increased awareness of prosocial behaviors. Half of the teachers were to show an increase from the beginning of the project to the end by correctly choosing 3 out of the 4 situations from the activity sheet.

The results show that out of the twenty-three participants, 14 showed an increased awareness of social behavior. The 4 who chose correctly in the pre evaluation chose 4 out of 4 correctly again in the post evaluation. Of the 14 participants who showed increased awareness, 5 showed an increase of 1, 8 showed an increase of 2, and 1 showed an increase of 3. Two participants who chose 2 correctly in the pre activity chose 2 correctly in the post activity, and 1 participant who chose 1 correctly in the pre activity chose 1 correctly out of 4 in the post. Two participants showed a decrease in awareness of social behaviors: 1 from 3 to 2, and the other from 4 to 2.

Further, the results indicated that 7 teachers and 7 teacher aides increased their awareness of social behaviors, while 3 teachers and 4 teacher aides showed no increase. One teacher and 1 teacher aide showed a decrease in their awareness of social behaviors. See Table 1 where these results are shown.

Looking at the 23 participants (11 teachers, 12 teacher aides) as teams (team = teacher/1 teacher aide; teacher/2 teacher aides), the results indicated that in 2 teams, all members showed an increased

awareness. Four teams indicated that there was an increased awareness in the teachers of those teams, while the awareness of the teacher aides showed no increase or decrease, with scores ranging from 4 out of 4, pre and post, to 1 out of 4, pre and post.

Table 1

Change In Selection of Social Behaviors of Individual Participants

Participants	Pre	Post	Change
1	1	4	+3
2	3	4	+1
3	2	2	0
4	1	2	+1
5	1	1	0
6	3	2	-1
7	0	2	+2
8	2	4	+2
9	4	4	0
10	3	4	+1
11	2	4	+2
12	2	2	0
13	2	4	+2
14	2	4	+2
15	4	2	-2
16	1	2	+1
17	4	4	0
18	3	4	+1
19	2	4	+2
20	4	4	0
21	2	4	+2
22	4	4	0
23	2	4	+2

Note. + = increase
- = decrease
0 = no change

On the other hand, there was an increased awareness of social behavior by the teacher aides on 3 teams while the awareness of social

behaviors by the teachers on those teams remained the same. One teacher increased her awareness on 1 team and the teacher aide decreased her awareness. And 1 teacher on 1 team decreased her awareness while the teacher aide was able to recognize 2 out of 4 behaviors in the pre activity and the same amount in the post. There was an increased awareness in 10 out of 11 teams overall. Table 2 shows these results.

Table 2

Total Team Participant Change In The Selection of Social Behavior

Team	Teacher	Teacher Aide	Pre	Post	Change
#1	1	2	1	4	
			3	4	+2
			2	2	
#2	1	1	1	2	
			1	1	+1
#3	1	1	3	2	
			0	2	+1
#4	1	1	2	4	
			4	4	+2
#5	1	1	3	2	
			2	4	+3
#6	1	1	2	2	
			2	4	+2
#7	1	1	2	4	
			4	2	0
#8	1	1	1	2	
			4	4	+1
#9	1	1	3	4	
			2	4	+3
#10	1	1	4	4	
			2	4	+2
#11	1	1	4	4	
			2	4	+2

Team = Teacher/1 Teacher Aide
Teacher/2 Teacher Aides

Note. Pre and Post Results= # of Selections out of 4.

In order to determine if half of the teachers would increase frequency of use of the five techniques to enhance children's prosocial development, a locally designed Observational Checklist was used. (See Appendix B.) Results indicated that out of the 11 classroom teams observed (Classroom team = 1 teacher/1 teacher aide; 1 teacher/2 teacher aides; 1 teacher/0 teacher aide; 0 teacher/1 teacher aide;), 3 teams showed an increase in the frequency of using technique #1 and 8 classrooms showed no increase. There was 1 classroom team out of 11 that showed an increase in the frequency of use for technique #2. For technique #3, the frequency of use increased in 1 classroom team, and remained the same in 2 classroom teams, but 6 classrooms did not show an increase. Three classroom teams increased in the frequency of using technique #4 and 8 classrooms showed no increase. While 4 classroom teams increased in frequency of use of technique #5, 2 showed no increase and 5 remained the same. For these results, see Table 3.

The results indicated, too, that there was minimal overall change between the pre observations and the post observations in the frequency of use of the 5 social behaviors by the 11 classroom teams. Out of the 5 social behaviors, results show that the frequency of use decreased in 4. There was an overall increase in the frequency of use of technique #5. These results are shown in Table 4.

A third behavioral change expected was that children in 50% of the classes (Class = 20 children) participating in the project would increase the frequency of use of four prosocial behaviors. A locally designed Observation Tally Sheet for children (See Appendix C.) was administered by the classroom team in pre and post sessions to assess the number of

Table 3

Change In The Frequency of Use In Five Prosocial Techniques In A 10 Minute Period

Team	Techniques														
	Modeling			Tone			Induction			Praising			Role-playing		
	Pre	Post	C	Pre	Post	C	Pre	Post	C	Pre	Post	C	Pre	Post	C
#1	7	3	-4	28	14	-14	3	1	-2	2	1	-1	0	0	0
#2	14	2	-12	45	14	-31	1	5	+4	24	9	-15	4	0	-4
#3	3	12	+9	31	26	-5	4	4	0	2	3	+1	0	0	0
#4	5	14	+9	27	34	+7	7	3	-4	11	8	-3	0	0	0
#5	24	3	-21	43	24	-19	16	2	-14	10	12	+2	1	0	-1
#6	10	8	-2	29	28	-1	1	1	0	5	8	+3	0	1	+1
#7	23	9	-14	63	27	-36	5	3	-2	14	9	-5	0	2	+2
#8	4	1	-3	24	15	-9	3	1	-2	3	0	-3	0	0	0
#9	17	8	-9	57	32	-25	8	15	+7	11	8	-3	0	4	0
#10	5	9	+4	36	19	-17	0	10	+10	4	3	-1	0	1	+1
#11	10	8	-2	54	38	-16	7	9	+2	14	9	-5	0	0	0

Team = Teacher/1 Teacher Aide
Teacher/2 Teacher Aides

C = Change

0 = no change
+ = increase
- = decrease

Note. See Appendix B for description of techniques.

53

times children used four specific prosocial behaviors.

Table 4

Total Change In Frequency of Use In A 10 Minute Period In Five Prosocial Techniques

Technique	Pre	Post	Change
#1 - Modeling	122	77	-45
#2 - Tone	437	271	-154
#3 - Induction	55	54	-1
#4 - Praising	100	70	-30
#5 - Role-playing	5	8	+3

\+ = increase
\- = decrease

Note. See Appendix B for description of techniques.

Pre and Post Results = # of times technique was used by 11 classroom teams.

One hundred fifty-eight children were observed during the pre administration of the Observation Tally Sheet. Out of the 158 children, 102 children showed a change in the frequency of use of the four prosocial behaviors. (Note. 213 children were administered the pre Observation Tally Sheet but 55 were eliminated from the post tally results due to absenteeism either during the pre and post or pre or post sessions.) Approximately 2/3 of 158 children showed a change, 36 children remained the same, and 20 children out of the 158 showed no change in the use of the four prosocial behaviors. See Table 5 for results.

Table 5

Change in Number of Children Using Four Prosocial Behaviors

Class	# of Children	Change		
		(-)	(+)	(0)
#1	20	3	16	1
#2	16	1	8	7
#3	11	1	7	3
#4	14	2	9	3
#5	12	4	9	3
#6	16	3	11	2
#7	15	0	9	6
#8	10	3	5	2
#9	16	0	13	3
#10	13	0	10	3
#11	15	3	9	3
Total	158	20	102	36

- = # of children not showing change
+ = # of children showing change
0 = # of children remaining the same

In addition, the results indicated that children in 6 out of the 11 classes showed an increase in the use of sharing, caring, and donating behaviors; 7 out of 11 classes showed an increase in the use of helping behaviors. Children in 5 out of 11 classes showed a decrease in the frequency of use of 3 of the 4 prosocial behaviors, while children in 4

out of 11 classes showed a decrease in the frequency of using 1 of the 4 prosocial behaviors. In 4 classes, children increased the use of all 4 prosocial behaviors, in 1 class, children increased the use of 3 of the prosocial behaviors, and in 1 class children increased the use of 1 prosocial behavior out of 4. These results are shown in Table 6.

Table 6

Change In A 30 Minute Period in Frequency Of Use Of Four Prosocial Behaviors

	BEHAVIOR											
	SHARING			CARING			HELPING			DONATING		
Class	Pre	Post	C	Pre	Post	C	Pre	Post	C	Pre	Post	C
#1	25	41	+16	14	37	+23	39	40	+1	10	12	+2
#2	268	238	-30	6	0	-6	45	52	+7	4	1	+3
#3	20	32	+12	5	12	+7	14	22	+8	15	0	-15
#4	44	41	-3	40	37	-3	53	50	-3	3	16	+13
#5	9	8	-1	11	7	-4	16	16	0	1	1	0
#6	51	57	+6	7	10	+3	29	32	+3	1	5	+4
#7	37	42	+5	15	5	-10	39	30	-9	5	1	-4
#8	19	12	-7	0	1	+1	2	9	+7	0	0	0
#9	62	57	-5	37	9	-28	29	32	+3	6	14	+8
#10	26	43	+17	4	8	+4	27	43	+16	3	10	+7
#11	30	32	+2	12	22	+10	26	27	+1	8	13	+5

Class = 20 children
22 children
C = Change

+ = increase
- = decrease
0 = no change

Unexpected Results

This project has become part of the Mental Health Intervention Program in the local Head Start Program. In the past, the Mental Health/ Education Assistant provided assistance to teachers who had identified children with special behavior problems. This individual would provide an individual intervention program for the child or children identified by the teacher and would work with them in a setting isolated from the class group. This intervention in this project will be utilized with the entire class and will focus on encouraging prosocial development among all children and not just the ones who have special behavior problems, so that, ultimately, positive relationships between adults and young children may emerge.

Conclusions

This project was designed to provide experiences for teachers, parents, and children to enhance social learning, in general, among the participants, and, specifically, to provide experiences that would foster the prosocial development of young children. The activities of this project focused primarily on helping teachers and parents provide a more positive learning environment in which young children could grow, while providing several intervention strategies that were prosocially oriented to support the learning environment. It was hoped that teachers and parents would practice the techniques so that not only would their pro-social orientation be enhanced, but, also, that of children.

In this project, the activities were measured by Four Hypothetical

Social Situations Activity Sheet, an Observation Checklist for teachers, and a Tally Sheet for Child Observations. The results of these measures have been used to help reach the conclusions that:

1. more than half of the participants (21 out of 23) had increased the number of social behaviors that they could recognize based on hypothetical situations. Eight teachers were able to recognize 4 out of 4 situations during the post activity, an increase from 2 teachers in the pre activity and 3 teacher aides. This evidence indicated that the two teachers who were able to choose 4 out of 4 behaviors in the pre and post had served as models for the teacher aides in their classrooms who chose 2 out of 4 in the pre activity and 4 out of 4 in the post. When observations were made in these 2 classrooms, it was evident that the adults interacted with children in positive ways. More than half of the children in these classrooms showed an increase in the frequency of use of the four prosocial behaviors observed.
   The 21 of the 23 adult participants in the classroom phase of this project showed an increase in their awareness of the four social behaviors on the activity sheet. When all the participants in the 11 classrooms were observed, behaviors were displayed by the adults that were positive and nurturing. Of the two participants who showed a decrease in their awareness, it

might be concluded that when they were administered the post Hypothetical Activity Sheet, they both might have been preoccupied with personal problems. Both adults have children of their own of school age who were presenting behavior problems at the time of this project's implementation, which may account for their possible preoccupation. Both of these individuals, however, did well on the pre activity, one choosing 3 out of 4 of the behaviors and the other 4 out of 4.

2. less than half of the teacher teams (3 out of 11) met the performance standard which indicated that they would increase the frequency of use of five techniques to enhance children's prosocial development. Results from an Observational Checklist showed in each of the five categories (See Appendix B for description.) less than half of the teachers indicated an increase in the frequency of use in each one. The post Observational Checklist was administered during the last week of center activity. Most teachers did not appear to be enthusiastic about what was happening in the classroom and appeared to be marking time before children were leaving for the summer. The post results indicated that in over half the classrooms, in all of the 5 categories the level of frequency of use had decreased. For example, the total number of times

teachers used kind voices within a 30 minute time frame to talk to children decreased from 437 in February to 271 from May 31-June 6, when the post observations were made. Teachers were not speaking any less kindly to children, but the frequency of speaking was less. This indicated, generally, probable teacher burnout more than any other cause. Except for category #5, Role-playing, all of the other 4 categories showed very little overall increase. In category #5, 4 teachers were using role-playing more frequently in the post results than in the pre results. The role-playing workshop during the latter part of April may have provided these 4 teams additional means to utilize this technique more frequently than in the past. A general conclusion for the poor results in this area might be attributed to teacher burnout.

3. children in over 50% of the classrooms increased the frequency of use of four prosocial behaviors. Results from a pre and post Tally Sheet for Child Observations (See Appendix C.) showed evidence that children were using prosocial behaviors more in 7 out of the 11 classes participating in the project. In each of the categories of behavior (sharing, caring, helping, donating), children were showing increases in their use of these

behaviors in over half of the classes. In at least 5 of these classes, the team members all showed an increased awareness of social behaviors and, also, showed an increase in the frequency of their use of prosocial techniques. Two of those teams had increased, also, their use of the role-playing technique to encourage prosocial development. These increases in the use of the prosocial techniques seem to have contributed to children's increases.

Because the post instrument was administered during part of the last week of school and enrollment had dropped in all classes, the results between the pre and post administration were still able to show an increase in the use among the children present. Any child absent over 2 days in the pre and/or post administration was eliminated from inclusion in the results. Three classes showed a high frequency of children's use of these behaviors in the pre administration of the measurement, but a considerable drop in frequency in use in the post administration. The teams in these three classes are highly interactive with the children so the lowest incidence of use may be attributed to the fact that they had less children in the post administration than in the

pre. There was a large discrepancy in the frequency of use of these four behaviors by children in the classes. For example, during the pre administration, children in one class showed as low as 21 incidents of the behaviors while in another class as high as 323. Because the instrument was administered by 11 different observers, there was no bias control so, perhaps, a reason for the discrepancy. It appears that some observers thought that they should record the behaviors at least once per child within the 10 minute time allocation, while others gave a child a tally every time the behavior ended and a new began. A generalization may be made that instructions as to how to tally may have been confusing.

The team whose children showed the lowest frequency of use of the four behaviors did not show an increase in the frequency of use of the 5 prosocial techniques. The members of that team showed a decrease, and remained at 0 change for one of the techniques. It was observed that the two members of this team showed minimal interaction with young children. During the 30 minute period when the post Observational Checklist for teachers was being administered, one member of that team spoke to children only 15 times, and modeled prosical behavior only once, while the other team member said nothing at all to children in that class.

This individual was resigning his position so that may have accounted for this behavior.

When the results of this project are looked at conclusively, the indications are that they were favorable. When the author met with the participants, teachers and parents, to review and evaluate the program's progress, there was general consensus that:

1. change had occurred in the children, staff, and parents' behaviors. The adults felt that they were being more patient with children and the children with each other. Two teachers expressed the fact that they felt their personal lives had changed for the better as a result of their participation.
2. children's prosocial behaviors were being stimulated by their viewing of the television segments of Mr. Roger's Neighborhood shows, the bulletin board posters, and the prosocial oriented books. One parent wrote a comment after a home visit by the teacher where she stated that her son's manners were better, he was more polite, and he had learned to share with his brother.
3. children's verbal responses were more elaborated and they seemed eager to respond to questions. Growth in vocabulary was evident, especially in knowledge of prosocial language.
4. young boys who were showing more aggressiveness than girls in some classrooms were now showing less.
5. children were displaying more empathy and concern for

others and using peer pressure more to sanction antisocial behaviors by peers. They were expressing their feelings more openly. One child blurted out after a resolution of conflict session, "I'm free!"

6. teachers and parents learned more techniques and improved others to become more efficient in fostering cooperative behaviors.
7. children's language development had improved as a result of reading and discussing prosocial books and watching Mr. Roger's Neighborhood show. Reading skills were enhanced: recall, sequencing, seeing relationships, and anticipation of events.
8. children were more physically expressive in positive ways--touching, hugging--and they seemed to be more loving.
9. children were focusing more on sharing prosocial events from home and realizing that they were able to change their behavior from negative to positive. They were able to recognize what the proscial behaviors were and name them.
10. children, teachers, and parents felt good about each other, themselves and learned to develop relationships with each other.
11. their knowledge base about social learning had been expanded.
12. children, parents, and teachers learned other options

of how to behave.

Recommendations

1. Parents must monitor closer the television programs they view in order to be helpful in limiting the exposure by young children to the large amount of violence on television.
2. Teachers and parents should continue to receive training that is similar to that done in this project on how to develop prosocial behaviors in young children.
3. If the Mr. Roger's television tapes are shown to children in a similar setting, they should be shown over a period of weeks and not one on consecutive days so as to prevent saturation.
4. Prosocial development should become an integral part of the curriculum not just for preschool children but older children as well.
5. A Task Force should be assembled on the local, state, and national levels to address the issue of prosocial development and its implications for correcting some social ills that exist in our society.

Dissemination

The results of this practicum will be shared with the other members

of the Head Start Education Staff who did not participate in this project so that they may understand its process, its implications for use in their classrooms, and the impact of its results for helping to improve the quality of life for those who use it. This project has been implemented in the Education Component of this Head Start Program for the year 1988-89.

This report will be made available to the director of the Region IV Head Start Offices in Atlanta, Georgia, for possible dissemination to other Head Start programs in that Region. A report of the results of this project will be made to the local Head Start Board of Directors and copies will be made to the local association for early childhood educators. Information about this report will be forwarded to the National Head Start Association for inclusion in its monthly newsletter.

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APPENDIX A

ACTIVITY: DESCRIPTION OF FOUR HYPOTHETICAL SOCIAL SITUATIONS PRE AND POST

Pre Activity: Description of Four Hypothetical Social Situations

NAME _____ DATE _____

DIRECTIONS: Four situations are described below. Read each one. In the boxes below, tell if one describes empathy, altruism, prosocial action, antisocial action.

Situation #1

John had a toy boat. Joy wanted to play with it, too. John said, "I'll share it with you."

Situation #2

Mary and Sue went for a walk in the woods. Before long, the temperature dropped 20 degrees. Sue had forgotten her jacket and was shivering. Mary said, "Here, Sue. Take my jacket because you're shivering. We will be home soon and you need it more than I."

Situation #3

Jim's father wanted to watch the football game on television. Jim was watching his favorite show. His father switched the channel and said, "I'm the oldest. You'll have to watch what I watch."

Situation #4

While riding her bicycle, Terry's sister fell down and skinned her knee. As Terry went over to her, he said, "Poor Judy! That must have hurt very much."

Situation	Behavior
#1	
#2	
#3	
#4	

Post Activity: Description of Four Hypothetical Social Situations

NAME _____ DATE _____

DIRECTIONS: Four situations are described below. Read each one. On the line underneath each description, write either the word empathy, altruism, prosocial action, antisocial action.

Situation #1

Two friends are being held prisoners in a camp for crimes they had not committed. The temperature was almost below freezing and they both had received only a cup of soup to eat. One of the men accidentally tripped and spilled his soup. The other friend turned and said, "Here, you may have my soup because yesterday you missed your one meal of the day while being held by the prison guards."

_____

Situation #2

A man lay in the street. Many people looked at him and passed him by. Soon another man came by, stopped, looked at the man who seem to be dying. He bent over and said, "You seem to be hurt. I am sorry. Is there anything I can do to help?"

_____

Situation #3

Oriana's mother had just brought her a large, brown teddy bear. It became her favorite right away. As soon as he went out to play, William, her neighbor and playmate walked over. "Give it to me, Oriana. I want it!" William snatched the teddy bear and ran away, leaving Oriana crying her heart out for her favorite teddy bear.

_____

Situation #4

Eric rode his new bike to the fruit market. He had enough money to buy some of his favorite fruit. When he weighed the two bananas he had chosen, the costs amounted to 49¢. Eric took his money out of his pocket. "Just enough!" he said. As he left the market, Marion rode up and said, "Eric, will you give me a banana?" Right away he said, "Sure, Marion! You may have one."

_____

APPENDIX B

OBSERVATIONAL CHECKLIST FOR TEACHERS

TALLY SHEET FOR OBSERVATIONAL CHECKLIST-TEACHER

Observational Checklist for Teachers

Classroom_____ Date_____

Observer_____

BEHAVIORS	YES	NO	FREQUENCY
1. Are prosocial behaviors modeled for children? (Helping, sharing, comforting, etc.)			
2. Is there evidence that the adults are speaking kindly to children? (tone)			
3. Are children being helped to resolve conflict with reasoning? (induction)			
4. Is there indication that children are receiving verbal, positive comments? (praising)			
5. Do the adults act out situations that are prosocial? (role-playing)			

NOTE. Use a checklist for each observation. Record total frequency from Tally Sheet in column above.

Tally Sheet for Observational Checklist-Teachers

Classroom _____ Date _____

Observer _____

BEHAVIOR	FREQUENCY		
1. Modeling			
2. Tone			
3. Induction			
4. Praising			
5. Role-playing			

Note. Tally the behaviors observed in each 10 minute interval for 30 minutes.

APPENDIX C

TALLY SHEET FOR CHILD OBSERVATIONS-CLASS

TALLY SUMMARY SHEET FOR OBSERVATIONS-CLASS

TALLY SHEET FOR CHILD OBSERVATIONS-PARENT

Tally Sheet For Child Observations-Classroom

Tally Sheet for_____
(Behaviors)

Day_____Observer_____Time_____

Class_____Week of_____Activity_____

Directions: Please place the name of each child in your classroom on the line in a separate box. Observe the child for 30 minutes (3 observations of 10 minutes each) for the behavior listed. The child may receive a tally (1) if he/she initiated the behavior or responded positively when asked to do so.

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Behaviors: Sharing, Donating, Helping, Comforting

Tally Summary Sheet For Observations-Class

Classroom _____ Date _____

Observer _____

Behaviors:	Frequency S	C	H	D	
Child's Name					
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					

S = Sharing C = Comforting H = Helping D = Donating

Tally Sheet For Child Observations-Parent

Tally Sheet for _____
(Child's Name)

Parent Observer _____ Week of _____

Directions: During the time you spend with your child this week, put a tally mark (1) in the box that will indicate that your child showed any of the behaviors listed. NOTE. Your child may receive a tally if he/she initiated the behavior or responded positively when asked to do it. Observe from the time you arrive home until your child's bedtime.

BEHAVIORS:	Sharing	Helping	Comforting	Donating
DAY:				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

APPENDIX D

CHILD READING RECORD

PARENT READING SURVEY

MY READING RECORD

NAME OF STORY/BOOK	DATE	TIME READ

(OVER)

MY READING RECORD

NAME OF STORY/BOOK	DATE	TIME READ

PLEASE RETURN THIS SHEET TO YOUR CHILD's TEACHER.

READING SURVEY - PARENT

CHILD'S NAME_____CENTER_____

PARENT'S NAME_____DATE_____

1. Do you read books to your child? _____YES _____NO

2. If you checked yes to number 1, how often do you read?

_____DAILY _____WEEKLY

3. Approximately how many books do you read to your child a week?

_____1-5 _____6-10 _____11-15

4. When you read to your child, how long is your reading time?

_____10 MINUTES _____15 MINUTES _____20 MINUTES (or more)

5. Do you have books in your home that are suitable for reading to young children?

_____YES _____NO

6. If you checked no to number 4, and books were made available to you in your home, would you read them to your child?

_____YES _____NO

APPENDIX E

AGENDAS FOR SEMINARS AND WORKSHOPS-TEACHERS

AGENDAS FOR SEMINARS-PARENTS

Prosocial Development

February 25, 1988

A G E N D A

Seminar Session #1: What Is Social Learning?

I. What Is Social Learning?

   A. Childrearing characteristics
   B. Discipline Style
      1. Induction
      2. Sensitization
   C. Parenting Style
      1. Permissive
      2. Authoritarian
      3. Authoritative

II. How Do Children Learn To Get Along With Others?

III. Who Helps Children Learn Social Behavior?

IV. Types of Social Learning
   A. Anti
   B. Pro

V. Modeling, Shaping Rewards

VI. Handout: Consequences

(Teacher)

Consequences

Verbal Approval and Praise

"That's right."
"Groovy."
"You're a hard worker."
"I like that."
"Excellent."
"You're getting better."
"Correct."
"Good thinking."
"Good."
"Perfect."
"I like the way you're sharing."
"Wow."
"Great."
"You did a good job."
"Great."

Being Asked Questions

"How are you today?"
"Are you having a good time?"
"How does that work?"
"What does that machine you made do?"

Non-Verbal Approval

Laughing
Wrinkling nose
Grinning
Winking
Smiling
Clapping hands
Nodding
Looking interested

Physical Contact

Holding
Sitting on lap
Hugging
Touching
Patting
Shaking hands

Activities and Privileges

Helping the teacher
Going on a field trip
Feeding animals
Opportunity to engage in activity of own choice
Working on an art project
Passing out objects
Selecting a story to be read
Playing with a new toy

Material Objects

Toys Snacks Books Art materials Games Trinkets

Prosocial Development

March 4, 1988

A G E N D A

Seminar Session #2: Literature and Television As Techniques to Foster Prosocial Development

I. Review Definition for Social Learning

II. List of Television Shows with Anti/Pro Social Themes

III. List of Books with Prosocial Orientation (8 Books for Classroom Intervention)

IV. Selection of Appropriate Books for Young Children

V. Demonstration of How to Read Books to Young Children
   A. View videotape--"LIttle Red Riding Hood: Many Ways to Tell A Story."
   B. Ways of Questioning to Develop Thinking Skills

(Teacher)

Prosocial Development

March 25, 1988

A G E N D A

Seminar Session #3: Encouraging Empathy and Altruism in Young Children

I. Definitions

   A. Empathy

   B. Altruism

II. List of Ways Adults Can Encourage Empathy and Altruism in Young Children

III. Demonstration of Nine Ways to Encourage Empathy and Altruism

IV. Books and Television As Ways to Encourage Empathy and Altruism

(Teacher)

Prosocial Development
(A Handout)

Concepts

1. Taking turns is a form of sharing and taking turns is sometimes harder than sharing.

2. Introduce life cycles and interdependence of man on other living animals and plants. Children should learn to respect all forms of life. No life should be hurt or destroyed unnecessarily. Care should be taken of pets and gardens but wild animals and wild plants should be left alone. Insects that have been under close observations should be released. If certain pests are killed, children should understand the reason.

3. If a child wants to know about why humans eat other animals, plants, and seeds or eggs, one may say that each living creature makes more seeds or eggs than are needed to make another plant or creature. The world would be overcrowded if all seed became plants and all eggs became animals. Some plants and animals are needed for the balance of nature.

4. Share symbols of peace: dove, flowers, rainbows, etc. The dove with an olive branch is a symbol of peace because it was the dove that brought back Noah the olive branch which signified the terrible rain was over and the plants on the earth could be seen again. The earth was again a fruitful and lovely place to live. The rainbow is a sign of peace because God said that He would never again send the floods to destroy the earth and He sent the rainbow as a symbol of the promise. The American Sign Language symbol for peace is one of hands together as in joining the "whole earth together." In peace education, it is important to represent the world and people as united in a common cause.

Activities

1. Introduce the words peace and violence. The children then categorize pictures and words showing peaceful and violent words. Arrange peaceful pictures on one side of a box and violent pictures on the other side of the box. When the class completes the classification, have them think of one way they can act to show love or peace. Pictures of mealtimes, friends, and people working together would be examples of pictures showing peaceful activities. Violent pictures of war and fighting could represent violent behavior.

2. Allow children to share their favorite television programs and cartoons. Decide whether or not they are basically those of peace or violence.

3. Cooperative games can be made out of math activities. Evenly dividing cookies at snack time would be an example of learning "fairness."

4. Draw pictures using crayons expressing peaceful feelings. Compile pictures into a book with the word peace as the title.

5. Examine pictures of people's expressions and have the children tell which ones look peaceful and which do not.

6. Complete the sentence "I feel peaceful when...." with children.

7. Go on a nature walk and have children build a relationship with nature, thus learning to appreciate a more cohesive world. Examples of activities might be: Pick a tree and visit it in all different seasons. Learn to recognize different bird songs. Watch and enjoy the changing patterns of light throughout the day (dawn, noon, dusk, sunset, night). Make time to be quiet in nature. Learn about other cultures which had great respect for the earth. (i. e., Hopi Indians)

8. Elements of creative dance such as slow, smooth, freeflowing or balanced can be used to promote creative dance in peaceful ways while fast, forced, bound elements are used to promote movement in nonpeaceful ways. These elements can be used in combination with body moves such as stretch, bend, twist, circle, rise, collapse, swing, sway or shake; in steps such as walk, run, leap, hop, jump, gallop, skip, and slide. For instance, peace may be represented by smooth swinging, free flowing swaying, or smooth walking. Violence may be represented by forced twisting or fast running.

Prosocial Development

April 4, 1988

A G E N D A

Workshop #1: Positive Practices for Developing Prosocial Behavior

I. Review Definitions for:
   A. Social Learning
   B. Altruism
   C. Empathy
   D. Anti/Pro Social Behaviors

II. Ways Social Development Is Hampered

III. Ten Practices for Developing Prosocial Behavior

IV. Adult Role in Helping young Children Become Socially Adjusted

(Teacher)

Handout: Prosocial Development(Concepts and Activities)

Prosocial Development

April 22, 1988

A G E N D A

Workshop #2: Role-playing

I. Review Appropriate Literature Selections for Young Children

II. Group Work (Small group of 4)
   A. Select book to role-play. (See Appendix F.)
   B. Review story.
   C. Select character.
   D. Practice
   E. Role play story.

III. Discuss Each Group's Story Content.

IV. Review Appropriate Questioning of Story Content

V. Evaluation of Workshop's Content--Oral Discussion

(Teacher)

Prosocial Development

April 14, 21, 1988

Seminar Session #1: What Is Social Learning?

A G E N D A

I. Definition of Social Learning

II. Types of Social Learning

A. Anti (negative)

B. Pro (positive)

III. Examples of Anti/Pro Behavior Exhibited by Children

IV. Ways of Responding to Young Children's Negative and Positive Behavior

V. Ways to Use Literature and Television to Encourage Prosocial Development

VI. Selection of Appropriate Reading Materials for Young Children

VII. Ways of Questioning to Develop Thinking Skills

(Parent)

Prosocial Development

April 26, 28, 1988

Seminar Session #2: How Parents Can Encourage Empathy and Altruism in Young Children

A G E N D A

I. Empathy and Altruism
   A. Definition
   B. Examples
II. Ways of Encouraging Empathy and Altruism in Young Children
III. Demonstration of Ways to Encourage Empathy and Altruism
IV. Books and Television As Ways to Encourage Empathy and Altruism

(Parent)

Prosocial Development

May 17, 19, 1988

Seminar Session #3: Positive Practices for Developing Prosocial Behaviors

A G E N D A

I. Review Concepts
   A. Social Learning
   B. Prosocial Development
      1. Altruism
      2. Empathy
   C. Anti/Pro Behaviors
II. Parent's Role in Social Development
   A. Parental Style
   B. Discipline Style
III. How Parents Help Children Become Socially Hampered
   A. Ways Social Development Is Hampered
   B. Ten Practices for Developing Prosocial Behaviors

(Parent)

APPENDIX F

BOOKS FOR CLASSROOM AND HOME INTERVENTION

BOOK TITLES FROM PARENT HOME LIBRARY

Books for Classroom and Home Intervention

*Author Unknown. (1981). Stone Soup. Troll Associates: Machwah: New Jersey.

Three hungry soldiers "trick" a group of townspeople into sharing their food to make a soup started from a stone. There is nothing wrong in asking for help when it is needed.

*Brown, Margaret Wise. (1972). The Runaway Bunny. New York: Harper & Row, Publishers, Inc.

Warmth and kindness are shared between a mother and her child bunny who tries to run away, but finds his mother always there.

Flack, Marjorie. (1932). Ask Mr. Bear. New York: Macmillan Publishing Company.

A young boy searches for a birthday gift for his mother and discovers that giving of himself is just as important, or maybe more, than material things.

*Hoban, Russell. (1964). A Baby Sister for Frances. New York: Scholastic, Inc.

An older sibling learns to accept love and a new baby.

*McQueen, Lucinda. (1985). The Little Red Hen. New YOrk: Scholastic, Inc.

A goose, a cat, a dog, all learn that those who share reap benefits and that if people work together cooperatively, benefits can be derived for all.

Moore, Eva. (1964). Johnny Appleseed. New York: Scholastic, Inc.

One man, as he travels about, shows people that consideration, thoughtfulness, and kindness can be directed toward people as well as animals.

Note: This version may be too lenghty for children 3-5 years.

*Piper, Watty. (1961). The Little Engine That Could. New York: Scholastic, Inc.

A small train engine receives support from fellow trains and helps larger ones in time of need, which proves, sometimes, that the larger is not the strongest. Anyone can help another if the desire is there.

Yashima, Taro. (1965). Crow Boy. New York; Scholastic, Inc.

A young boy who is shy and a loner is helped to feel good about himself and comes to be accepted by the students in his class with the help of his teacher.

*Books for home intervention.

Book Titles From Parent Home Library

Anderson, Hans C. (1970). The Emperor and the Nightingale. New Jersey: Troll Associates.

De Regniers, Beatrice S. (1964). May I Bring A Friend? New York: Macmillan Publishing Company.

Fechner, Amreil (1982). I Am A Little Dog. New York: Barron's.

Gomi, Taro. (1981). Sharing. California: Heian International, Inc.

Gordon, Sharon. (1980). Friendly Snowman. New Jersey: Troll Associates.

Kiso, Hideo. (1981). Ten Little Friends. California: Heian International, Inc.

Logan, Dick. (1977). Thunder Comes to the Rescue. California: Cypress Publishing Corporation.

Peters, Sharon. (1980). Happy Birthday. New Jersey: Troll Associates.

Wheeler, Cindy. (1984). Marmalade's Christmas Present. New York: Alfred A. Knopf.

Note. See additional book titles listed on pp. 93-94.

APPENDIX G

INVITATIONAL LETTER TO PARENTS FOR PROGRAM PARTICIPATION

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April 6, 1988

Dear Parent:

Your child has been selected to participate in a special program at our center. The purpose of the program is to help children learn to practice positive behaviors like caring, sharing, helping, showing kindness, and others. Part of the program requires that parents participate in the activities, also.

We would like for you to attend a meeting so that we can explain more about your part and get your help in helping our children develop good, healthy ways of relating to people and the world.

Please indicate below the best time for you to meet.

_____6 p.m. Wednesday, April 13, 1988

_____6 p.m. Thursday, April 14, 1988

Sincerely,

Virginia Irving
Education Coordinator

Parent Signature_____Date_____

Child's Name_____Teacher_____

APPENDIX H

Questions for Classroom Intervention #2-Books

1. This book told a story about (people, animals) ?

2. Did the animals, people in the story like each other?

3. How can you tell if the animals, people liked each other?

4. What did they do?

5. Did anyone in the story show love? share? work together to help?

6. Do you know anyone who showed (name behavior) like (name character) in the story?

Table 7-I

Selection of Social Behaviors From The Activity Sheet

Participants		Prosocial		Altruism		Empathy		Antisocial	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post
1		1	1	0	1	0	1	0	1
2	Team	1	1	0	1	1	1	1	1
3		1	1	0	0	0	0	1	1
4	Team	1	1	0	0	0	0	0	1
5		1	1	0	0	0	0	0	0
6	Team	1	0	0	1	1	0	1	1
7		0	0	0	1	0	0	0	1
8	Team	0	1	0	1	1	1	1	1
9		1	1	1	1	1	1	1	1
10	Team	1	1	0	1	1	1	1	1
11		0	1	0	1	1	1	1	1
12	Team	1	1	0	0	0	0	1	1
13		1	1	0	1	0	1	1	1
14	Team	1	1	0	1	0	1	1	1
15		1	1	1	0	1	0	1	1
16	Team	0	1	0	0	1	0	0	1
17		1	1	1	1	1	1	1	1
18	Team	1	1	0	1	1	1	1	1
19		1	1	0	1	0	1	1	1
20	Team	1	1	1	1	1	1	1	1
21		1	1	0	1	0	1	1	1
22	Team	1	1	1	1	1	1	1	1
23		1	1	0	1	0	1	1	1

1 = Has met criterion

0 = Has not met criterion

Team = Teacher/1 Teacher Aide; Teacher/2 Teacher Aides

Note. See Appendix A for hypothetical description of social behaviors.

APPENDIX J

FREQUENCY OF USE IN A 30 MINUTE PERIOD
OF FIVE PROSOCIAL TECHNIQUES-PRE RESULTS

FREQUENCY OF USE IN A 30 MINUTE PERIOD
OF FIVE PROSOCIAL TECHNIQUES-POST RESULTS

Table 8-J

Frequency Of Use In A 30 Minute Period of Five Prosocial Techniques-Pre Results

	TECHNIQUES				
	Modeling	Tone Induction		Praising	Role-playing
Team					
1	7	28	3	2	0
2	14	45	1	24	4
3	3	31	4	2	0
4	5	27	7	11	0
5	24	43	16	10	1
6	8	28	1	8	1
7	23	63	5	14	0
8	4	24	3	3	0
9	17	57	8	11	0
10	5	36	0	4	0
11	10	54	7	14	0

Team = Teacher/1 Teacher Aide
Teacher/2 Teacher Aides

Note. See Appendix B for explanation of 5 techniques.

Table 9-J

Frequency of Use In A 30 Minute Period of Five Prosocial Techniques-Post Results

	TECHNIQUES				
	Modeling	Tone	Induction	Praising	Role-playing
Team					
1	3	14	1	1	0
2	2	14	5	9	0
3	12	26	4	3	0
4	14	34	3	8	0
5	3	24	2	12	0
6	8	28	1	8	1
7	9	27	3	9	2
8	1	15	1	0	0
9	8	32	15	8	4
10	9	19	10	3	1
11	8	38	9	9	0

Team = Teacher/1 Teacher Aide
Teacher/2 Teacher Aides

Note. See Appendix B for explanation of 5 techniques.

APPENDIX K

Table 10-K

Total Frequency of Use of Four Prosocial Behaviors In 30 Minutes

Participants	Pre	Post	Change
Class #1	88	130	+42
Class #2	323	291	-30
Class #3	54	66	+12
Class #4	140	144	+4
Class #5	37	32	-5
Class #6	89	107	+18
Class #7	96	78	-18
Class #8	21	22	+1
Class #9	134	112	-22
Class #10	60	104	+44
Class #11	76	94	+22

Class = 20 children
22 children

+ = increase
- = decrease
0 = no change

Note. See Appendix C for names of behaviors.